



BEHAVIOUR AND DISCIPLINE POLICY

1. Opening Statement

Our policy has been developed through discussions with parents, students and staff - both teaching and non-teaching. It reflects the values of Iqra Academy.

We believe that a successful partnership between Parents and the Academy can bring out the best in students.

Parents need to be kept informed of their student's good behaviour or be contacted at the start of any pattern of poor behaviour, and to be involved in strategies to improve behaviour.

Staff should be approachable and accessible, prepared to listen to parents and able to ensure that parents feel their concerns have been heard.

Iqra Academy aims to be a place where:

- Students learn and teachers teach
- All pupils may have full access to the curriculum and all aspects of Academy life
- All pupils will be free to learn without disruption, safe from threat and harm in the classroom and in the playground.

In order to achieve this, students must be fully aware of our expectations of acceptable behaviour; they must understand how positive behaviour is rewarded and unacceptable behaviour sanctioned.

This is a working document and our practice in this area is constantly developing - the policy will be updated at regular intervals to reflect these developments.

2. Rights and Responsibilities

We believe that students in our Academy have the right to learn, to be treated with respect and dignity and to feel safe.

Alongside this we believe students have the responsibility to listen attentively and apply themselves to their work, to treat others with respect and to exercise self-control.



3. **Aims**

1. To establish Iqra Academy as a safe, caring and respectful community where students are safe to learn and play
2. For everyone at Iqra to have high standards and expectations of work and behaviour and for students to work to their potential.
3. For all staff to take active responsibility for students' behaviour around Academy and in the classroom and playground. 'All our students are all our students'.
4. For teachers and adults to take the initiative in establishing a positive ethos, communicating in a clear and friendly manner; and giving and expecting respect.

4. **Rules**

There are also health and safety rules, and rules which reflect legal requirements. These rules and other helpful guidelines are set out in full in Appendix A.

Acceptable and unacceptable behaviour will be discussed with the students and rules will be unambiguous and applied firmly, fairly and consistently.

5. **Rewards and Sanctions**

Students need a calm and purposeful classroom atmosphere if they are to learn well. Effective teaching, designed to stimulate and engage pupils, helps maintain an orderly learning environment. Within this framework, we aim to promote good behaviour through rewarding attentive listening, co-operation, work, effort, achievement, kindness and politeness.

Rewards for good behaviour include:

- verbal praise
- dojo points
- certificates
- notes to parents in planners
- opportunities to show good work to others
- display of student's certificates
- pupil of the week award (10 house points)



Positive Dojo point

- This may be any behaviour which you consider to be positive for the progress of the pupil and the class
- Showing respect to pupils and staff
- Completing a particular piece of work
- Reflecting good behaviour and tarbiyya
- Showing kindness and care to others
- Making a genuine and excellent effort in or outside of class
- Showing GRIT: courage and resolve; strength of character
- Showing Zest: great enthusiasm and energy
- Focussed

We aim to discourage poor behaviour by ensuring that students understand that certain behaviour is unacceptable. We show them that misbehaviour is never condoned or allowed to disrupt the learning or safety of others. Students who misbehave will be reminded first, and then warned. Repeated misbehaviour will incur sanctions, which are predictable and will be consistently carried out.

Sanctions for moderate misbehaviour include:

- reprimand
- detentions
- change of seat
- completion of work in free time
- reports
- reduction of break



Guideline for misbehaviour

Below is a guideline of suitable sanctions for each level of misbehaviour.

Low level misbehaviour:

Low Level	<ul style="list-style-type: none">● off task● disrupting lesson or others● ignoring instructions● refusing to complete task● low level shouting out● standing and walking around class
------------------	---

The sanction for the above type of low-level misbehaviour is

1. A verbal warning
 2. Then a written warning on the white board.
 3. Should the student continue to misbehaviour following the second warning a yellow card will be then be issued.
- **The yellow card signifies a 20 minutes' lunch time detention.**
 - **Five points will also be deducted from the pupil's house team points.**

Medium Level	<ul style="list-style-type: none">● rudeness to the teacher or other students● swearing, but not <i>at</i> anyone● anti-Islamic behaviour● chatting repeatedly and refusing to be quiet● repeated refusal to complete task● damaging another pupil's clothing or property● writing graffiti on books, tables, walls etc● damaging Academy property● damaging or defacing own exercise book(s)
---------------------	---



Iqra Academy

- late more than once in a week
- misbehaviour during Salah and Assembly
- chewing gum
- forgetting equipment more than once
- regularly standing and walking around in the class without the teacher's permission
- wearing makeup
- not having correct clothing for PE
- incorrect or incomplete Academy Uniform
- throwing non-dangerous objects
- not doing homework

If a pupil behaviour falls in the moderate misbehaviour category she will be given a 1-hour detention in 5 days' time at 2.45pm on Thursday afternoon at Iqra Academy, with our Behaviour Lead.

- All detentions issued by teachers must be noted on the dojo system.
- You must also remember to make a note of the detention in the student's planners so that parents/guardians have been informed.
- If the student is required to have an after-school detention you **must** make sure parents are notified at least **5 days** in advance.
- All detention should be given in isolation.

Make sure you chase up all missed detentions and have something prepared for them for their detention. It is absolutely *vital* that you **must** remember to enforce any detentions you set. If you don't turn up, then the sanction is worthless and, in fact, to do this is probably worse than imposing no sanctions at all.

Make sure you write the student's name down, maybe in the teacher's register, then cross it off when the detention has been served.

Remember that a detention is something that the students really dislikes and hates.

Note: All detentions must be logged on the Dojo system.



Serious misbehaviour

(student to be referred to Behaviour Lead or Principal on the day)

Serious Level	<ul style="list-style-type: none">● Leaving the Academy premises without permission.● Leaving the classroom during lesson time without permission● Kicking walls, slamming doors, throwing or damaging property● Intentional rudeness to adults● Abusive language or swearing at someone● Throwing dangerous objects● Completely ignoring the teacher's instructions, and so on.● Bullying (verbal, mental & physical)● Persistently wearing wrong dress code● Turning up to school in complete wrong dress code● Theft from student, teacher or school
----------------------	---

Should there be any incidences of serious misbehaviour the student will be placed into isolation for one day:

1. Added to the Dojo system
2. letter to parents
3. phone call to parents before isolation
4. loss of 15 Dojo points
5. Continuous serious level behaviour can lead to suspension, if the lead teacher, considers that to be appropriate at the time.

If student persists in serious misbehaviour, parents will be contacted, a Behaviour Monitoring Report will be drawn up, Seclusion, Suspension or ultimately the student may be excluded from Iqra Academy.

6. Serious Incident form



Any type of serious incidents should be reported to the form tutors and the behaviour Lead and thereafter the Principal. You must make sure Referral form (serious incident form) is completed and passed on as soon as possible. All serious incidents must be logged and reported to the form tutor. One copy should be placed in the behaviour file and on the Dojo system.

Teachers/tutor(s) **must** log any contact or communication (via telephone conversations, emails or face-to-face contact) that they have with a guardian/parent in the appropriate contact logging folder located in the admin room.

If the parent of the student is going to be called into Academy for the misbehaviour of their student then you might also want to request to be there at the meeting.

Please ensure you have recorded all meetings with Parents / Carers using the Parent interview form, signed by yourself and the parent / carer and filed a copy in pupil's record. A copy should also be given to the parent / carer.

7. Dealing with misbehaviour.

Iqra Academy seeks to minimise the levels of disruption or distress associated with serious behavioural difficulties through responding quickly and calmly to incidents and using procedures that are clearly understood by all. We recognise that a firm, consistent and positive approach, adopted by all adults in the Academy community, is the key to establishing and maintaining good behaviour.

In the classroom, the class Teacher or adult who is working with the student normally deals with misbehaviour. In other settings, around the Academy or in the playground, incidents of misbehaviour should be dealt with by the adult who sees the incident and, if necessary, reported to the class Teacher, Principal.

When dealing with misbehaviour, adults should endeavour to:

- a) Avoid confrontation. Allow angry students to calm down, and then speak to them.
- b) Listen to what is being said.
- c) Establish the facts, where possible.
- d) Use raised voice sparingly.
- e) Use punishments sparingly, avoiding group punishments, which penalise students who have not misbehaved.
- f) Judge only when certain.



- g) Ensure that the student receives the message that it is her behaviour that is disapproved of and not the student himself
- h) Follow through incidents so that students experience fairness and consistency from staff and learn to take responsibility for their misbehaviour and make amends where appropriate.

8. Preventative strategies

Students with behavioural needs may find the absence of their class teacher traumatic and become extremely disruptive. To avoid this happening, such a student may join the class of a teacher well known to him when the class teacher is away.

'Cooling down': students who have difficulty in managing their own behaviour may benefit from a short period out of class to 'cool down'. (2-5 mins)

Working in another class: students who fail to carry out their work in class through inattention, chatting or avoidance of the task may be helped by being sent, for a short time, to work in another class where they will be given minimal attention and expected to work independently. (Please check with teacher first)

9. 'Behaviour Beyond'

Dealing with students with marked behavioural difficulties can be an intractable and frustrating task. There are genuine concerns about all pupils receiving their fair share of attention, about the apparent wilfulness of some students' behaviour, and about the pressures placed on Teachers by persistent, extremely challenging behaviour. We recognise that staff may feel isolated, upset and discouraged when dealing with such behaviour and that they will need active support from management and colleagues.

10. Banned Items in School

Students are forbidden to bring in any items to school that are potentially harmful to any member of the school community or to themselves. There are also other items that are not allowed in school, as listed in the school journal.

Where items that are potentially dangerous are brought into school, then a serious sanction will apply; this will include exclusion and for some incidents, permanent exclusion.

More information on these can be found in the school's behaviour policy and the drugs and alcohol policy, both of which can be found here.



E-cigarettes, shisha pens and "legal highs"

E-cigarettes and shisha pens can be used to inhale "legal highs" or cannabis derived products. The school, therefore, views possession or use of such items in or prior to school in the same way as the possession and use of alcohol or drugs.

This means that any student who brings such an item to school will receive a fixed term exclusion, or permanent exclusion, depending on the circumstances.

The Drugs and Alcohol policy gives more information.

11. Early identification and provision for pupils with behavioural difficulties

Even very young students may show patterns of extreme and unacceptable behaviour but, whatever the student's age, early identification and intervention is likely to reduce the subsequent severity of behavioural difficulties. We recognise that learning difficulties may cause or exacerbate poor behaviour or, conversely, that behavioural difficulty may adversely affect the student's ability to learn. Strategies may include:

- early involvement of Parents
- assessing the student's needs.

Drawing up an Individual Behaviour Plan (IBP) to define clear targets based on close observation of the student. This should involve the Tutor, Parents, and the student. Targets need to be motivating and achievable.

We are aware that these students often find changes in routine and transition times particularly difficult and that, therefore, punctuality, predictability and consistency are extremely important in creating constructive provision for students with such needs.

12. Equal Opportunities

We recognise that some pupils may have great difficulty in behaving acceptably, and so make heavy demands on Academy resources. In this way, they can disrupt the learning of their peers. We firmly believe that these students have equal rights of access to the curriculum, and we must not discriminate against them because of their emotional and behavioural needs. We recognise that they have special needs and require additional support to learn to behave appropriately in Academy. This will always entail the active support of their Parents or carers. However, all the students have a right to learn without disruption; the Academy rules provide a framework for this and they apply equally to all pupils, without exception.

13. Disciplinary Procedure

A. REFERRAL FORMS: 'pupil concern form'



Student's behaviour is **CAUSE FOR CONCERN** serious misconduct is to be noted on this form. These forms will be passed to the form Tutor, who will take appropriate action, either speaking to the pupil or calling the Parent in.

B. REPORTS

If a student does not improve her behaviour, parents are notified at this point, and student put on report to monitor behaviour. Parents need to be notified of student's progress at the end of this period. Parents should sign their child's report at the end of the day.

Decision's should be made on; if further monitoring of behaviour is required. This is done in consultation with the form tutor, behaviour lead and HT. It should be noted that if the behaviour of the student does not improve then the Deputy Head /Head will take whatever action is appropriate, up to and including recommending expulsion to the Board of Governors.

C. ISOLATION

Referrals to Seclusion can be made by Behaviour lead, Deputy and Head Teacher. Students should be referred to Seclusion before 2.30pm as this allows parents to be contacted, work to be collected from teachers and ensures Seclusion has sufficient capacity to accommodate the student the following day.

Parents/carers should also be informed by the admin office, by telephone no later than 3.00pm where possible that their son/daughter will be required to report directly to Seclusion at 8.30am the following day and that the Academy day will start at 10.30am and end at 2.45pm.



D. SUSPENSION

- All suspensions must be approved by the Head, or in his absence, the lead teacher on the day
- Parents will be notified in writing if a student is to be suspended and the reason for the suspension, in advance of the date of the suspension.
- Any written records of behaviour will be open to inspection by parents.
- Parents may appeal cumulative suspensions of 15 days or more to the chair of Governors.
- Iqra Academy will set work, as per time table and will be marked by teachers and feedback will be provided. The parents of the pupil are responsible for collecting work from the school.
- Before returning to school the student will be interviewed by the Head or Deputy Head, in an effort to help her smooth transition back into school life and to advice her on strategies to avoid any further conflict.

The following behaviour will automatically result in a suspension

- Serious swearing, racial, religious abuse (at you or at another pupil)
- Physically hurting other students or adults; fighting
- Threatening or bullying other students
- Any other behaviour which the Lead Teacher/ deputy views as being serious enough to warrant suspension

E. FINAL WRITTEN WARNING

A final written warning will be given to a pupil who has been through the above disciplinary system and has not made any improvement.

A final written warning may also be given to a pupil who has behaved in the following:

- Serious swearing, racial, religious abuse (at staff or at another pupil)
- Physically hurting other students or adults; fighting
- Threatening or bullying other students
- Any other behaviour which the Lead Teacher/ deputy views as being serious enough to warrant suspension



F. PERMANENT EXCLUSION

We aim to avoid permanent exclusion of any student. However, permanent exclusion will be considered for a student whose needs cannot be met by the Academy in line with this policy.

Exclusions is always a last resort but the Academy insists on its right to exclude pupils whose behaviour is such that it infringes upon the rights of students to learn and progress in a safe environment and upon the rights of adults to carry out their jobs.

The decision to permanent exclude is made by the Principal.

Following a permanent exclusion, parents/carers have the right to appeal. Further details on the Academy's procedures for permanent exclusion and the appeals process are available on request.

G. Extremely Serious Incidents

Some incidents are so serious that they require Fixed Term Exclusions Any such decision will be made by the Lead Teacher and Deputy.

These include incidents involving:

- Theft or vandalism
- Racism
- Bullying
- Fighting
- Smoking

- Physical or verbal aggression towards others
- Illegal or controlled substances
- Potentially dangerous weapons
- Bringing the Academy into disrepute

Re-admission and support

Each seclusion and exclusion will be followed by a re-admission meeting, the aim of which is for the student to accept responsibility for the incident and learn from it, re-commit to the Academy home-school agreement and understand the consequences of any further incident.

The pupils must write and sign a statement to ensure this is agreed to.



14. Appeal

At any stage of the disciplinary procedure parents have the right to appeal to either the Head or the Governing board about the decision that has been made, within 14 days of the decision being received by yourself.

If you would like to appeal this decision you can contact Molana Tariq Nawaz at Directors@iqraacademy.org.uk

Filing

- 1. Yellow cards need to go on the notice board with the name of the pupil and a detention should be noted in the pupil planner as a note for the parents.**
- 2. The teacher should write down the detention and the date in the Behaviour Management File in the admin office.**
- 3. If a student concern form is completed, these needs to be filed in the behaviour management file in the admin office and one should be filed in the pupil's record.**
- 4. Complete an incident log and when behaviour issues occur (this is in the Behaviour management file).**
- 5. Any relationships issues that arise must be recorded, statements taken, dealt with and filed in the relationship's issues file.**



APPENDIX A

Golden Rules

Listen well	-	don't interrupt
be gentle	-	don't hurt anybody
be kind	-	don't hurt anybody's feelings
		don't waste or damage
look after property	-	anything
work hard	-	don't waste another's time
be honest	-	don't tell lies

Health and Safety Rules

1. Not leaving the Academy premises nor the classroom without permission.
2. Not running indoors; students are expected to walk in an orderly way.
3. Any kind of abusive language or behaviour - fighting, bullying, swearing, racist or sexist insults, cussing, threatening - is absolutely forbidden.

Legal requirements

Students should attend Academy regularly and arrive and be collected punctually. Students are expected to respect the Academy environment - writing graffiti, damaging property and vandalism are forbidden. Dropping litter is not acceptable.

Students are expected to look after their own belongings and respect the Academy's and others' property and equipment. Stealing of any sort - surreptitious theft, borrowing and not returning, taking without permission etc. - is forbidden.

Helpful points for calm daily routine

Where applicable, when the bell rings students should go straight to their classes and tutors should take registers once class has settled down.



At Break time and Lunchtime

We want pupils to respect each other and adults in the Academy and in the playground. Two members of Staff are on duty each day during break time in the hall and the playground. It is within the member of staff's discretion as to whether ball games are allowed during break time. Teachers on break duties shall begin to line up classes 2 minutes before the end of break in order to ensure pupils are ready.

During Prayer time

Class should be collected from the playground and taken to the Prayer room for Salah. They need to be supervised during Wudu (ablution) to ensure behaviour is at an appropriate level. Once in the Prayer room, Silence should be observed by all. This needs to be emphasised and reinforced to pupils at all times. During Salah (prayers), absolute silence must be observed. Those pupils found spoiling their Salah must be asked to repeat their Salah and parents to be informed by Tutors of their misbehaviour.

Problems

If rules are broken persistently, then students will:

- Miss a break time
- Stay close to a teacher
- Remain in an area designated by the teacher

Lunchtime assistants will report any difficult behaviour back to tutors

Statement on the use of Physical Touch

The Governors and SLT at Iqra Academy school recognise that physical touch is an essential part of human relationships. As such, no touch policies are questionable, and could actually be classed as 'acts of omission'. However it is appreciated that there are some concerns around safeguarding in some establishments. In our school, adults may well use touch to prompt, to give reassurance or to provide support, but this must be used sensitively and appropriately, in line with our Child Protection protocols and the unique needs, characteristics and preferences of the individual.

To use touch/physical support successfully, staff will adhere to the following principles. It must:

- be non-abusive, with no intention to cause pain, injury or use power,
- be in the best interests of the child and others,



Iqra Academy

- have a clear supportive purpose for the pupil/young person,
- take account of gender and cultural issues.
- take account of specific known historical experiences of the young person
- be within the principles of the law

Some pupils/young people may find physical touch unwelcome and this right must be respected. Such sensitivity may arise from the pupil/young person's cultural background, individual needs, personal history, age etc. At our school (*DSL and DDSLs*) are responsible for ensuring that relevant staff are aware of any pupil who finds physical touch unwelcome, where this is known.

With the above in mind and based on the principle that touch will only be used in appropriate situations in this school the likely situations where touch will be acceptable are:

- To administer first aid
- To administer medicines
- To apply sun cream (in line with school's policy on this)
- To support a pupil/demonstrate a technique within PE or other practical curriculum area
- To deliver personal care to a pupil who requires support as part of a care plan
- To provide emotional support and re-assurance to a pupil
- To carry out physical interventions as necessary

When May a Restrictive Physical Intervention Be Used?

Restrictive physical intervention is rarely used at Iqra academy. However, it may be necessary to use such force as is reasonable in the circumstances in order to:

- prevent a pupil injuring themselves or others, (e.g. rough play, stopping a young person from running towards traffic),
- prevent a young person causing serious damage to property,
- prevent a pupil/young person committing an offence (or for any pupil/young person under the age of criminal responsibility, what would be considered an offence for an older pupil/young person).
- prevent a pupil prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise. ***Being mindful of:***
- the seriousness of the incident, assessed by the effect of the injury, damage or disorder,
- the chances of achieving the desired result by any other means,
- the relative risks of intervening compared with using other strategies.



Strategies to Minimise the Need to Use Force

It is the expressed aim of *Iqra academy* school to avoid the use of force to physically restrain pupils in all but the most extreme circumstances. In order to do this the school will implement the following positive behaviour support strategies to ensure the use of force is minimised:-

- i. Create a calm, orderly and supportive school that minimises the risk of dangerous behaviour. Clear rules are in place and these are clearly communicated to pupils and consistently, fairly and openly applied.
- ii. There are effective relationships between pupils and staff in which pupils can engage and participate in ideas to create a calm and orderly environment.
- iii. Ensure all staff adhere to the policy regarding the use of force as a last resort.
- iv. Use proactive interventions with individuals or groups who are at risk of involvement in dangerous behaviour.
- v. Develop a whole school approach to developing social and emotional skills.
- vi. Recognise that challenging behaviours are often foreseeable and have plans in place to deal with these eventualities.
- vii. Monitor all incidents where force is required to ensure any trends are identified. Put plans in place to reduce the risks associated with the use of force.
- viii. Whenever practicable, tell a student that force may need to be used before using it.
- ix. Plan for staff development in behaviour management, including positive behaviour support strategies, so that staff have the confidence and skills necessary to manage potentially dangerous situations.

End of school Day

Please ensure all students leave the Academy premises and go straight home. Students must not hang around the bus stop or on the pavement obstructing other pedestrians. They must wait in the front forecourt if they are waiting for someone to collect them. Staff on duty must enforce these rules.



Iqra Academy

Appendix B Student Concern Form

To: Tutor From: Subject Teacher.....

Student's name Class Date:.....

I would like to inform you of your tutee's concern for the following reason:

Areas of Concern		Areas of Concern	
Excessive Talking		Not Punctual	
Lack Of Effort		Disrespectful	
Disturbs Others		Inattentive	
Not On Task		Poor Attitude	
Working Below Target		Not Prepared For Class	
Behavior Problems		Inappropriate Materials (Mobile)	
Does Not Complete Work On Time		Excessive Detentions	
Request Parent Conference		Excessive Absences	

Comments:

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....



Iqra Academy

Tutor's Reply Form

Tutor's Name.....

Date.....

Date Form Returned To Subject Teacher.....

Action points	By when	Done it (tick)
Spoken to tutee		
Warning given (recorded)		
Provide extra support (if required)		
Parents informed		
ILP required		

Action To Be Taken By The Subject Teacher:

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....



Iqra Academy

(Policy updated in September 2020. To be reviewed and updated in September 2021)